

Educational Foundations
EDFN 4000/5000 (3 credit hours)

Cross-listed with ETST 4001/5001, HUMN 5010, SSCI 5010, PSCI 4002-008/5008-001

Problematizing Whiteness: Educating for Racial Justice

Instructor:	Dr. C. E. Matias (Ph.D. UCLA) Cheryl.matias@ucdenver.edu (response within 48 business hour, except on weekends or conferences) 303.578.8091 (text only from 9AM-5PM) Office Hours: Thursdays 3:00-4:00 or by appointment LSC 734
T.A.	Lisa Silverstein (Ph.D. Student) lisa.silverstein@ucdenver.edu ; 720.841.1253 (email preferred) Office Hours: Wednesdays 3:00-4:00 LSC 729
Course Location & Meetings:	Thursdays 5:00-7:45; North Building 1515

Educational Foundation



COURSE DESCRIPTION

Critical Whiteness Studies provides a deeper analysis of race that accounts for both sides of the race coin: the plight of people of color AND how Whites are complicit. This class looks deeper into how race operates within White contexts and how that impacts people of color so we bridge how Whites AND people of color can work together towards a racially equitable society.

COURSE DETAILS

The study of whiteness has always sought to challenge racism, racial privilege, white supremacy, and colorblind racism. However, to overindulge in the spectacle of “white racial epiphanies” overlooks the ongoing work whites must do to participate in racial justice. Beyond the feel-good of momentary White racial awareness lurk enormous concerns about how to continually examine Whiteness in order to uphold antiracism, moreover the fruition of a more racially just society. As such, this class critically and emotionally uses a transdisciplinary approach to examine the formation and manifestations of Whiteness while also developing students’ courageous ability to expand articulations of Whiteness by engaging in racially just projects. That is, it is one thing to learn the dynamics of whiteness, but it is another thing to translate that knowledge into a movement for racial justice. Students will come away with this class with a deeper understanding of race and racism in society and will learn how to use that knowledge for the public good. Below are the four main themes the course will explore. *No permission to record any lecture or discussion without my written approval first.*

Theme 1: What’s this about Whiteness?: Theorizations of Whiteness

Objectives: 1, 3

Readings:

1. [BOOK] Rothenberg, P. S. (2004). *White privilege: Essential readings on the other side of racism*. New York: Macmillan.
 - a. Yancy, G. (2008). *Black Bodies, White Gazes*. Maryland: Rowman & Littlefield Publishers. Chapters 1, 2
 - b. Doane, A & Bonilla-Silva, E. (2003). *White Out: The continuing significance of racism*. New York: Routledge. Chapters 1, 3, 18

- c. Delgado R. & Stefancic, J. (1997). *Critical Whiteness Studies: Looking behind the mirror*. Philadelphia, PA: Temple University Press. Chapters 22, 55, 57, 108,
- d. Matias, C. E. (2014). "And our Feelings Just Don't Feel it Anymore": Re-Feeling Whiteness, Resistance, and Emotionality. *Understanding and Dismantling Privilege*, 4(2).
- e. Allen, R. L. (2009). What about poor White people. *Handbook of social justice in education*, 209-230.

Theme 2: How does one become white and uphold whiteness?: Psychoanalytics and Dialectics of Whiteness

Objectives: 1, 2, 3

Readings:

1. [BOOK] Thandeka. (2007). *Learning to be White*. New York: Continuum.
 - a. Mills, C. (2007). White Ignorance. In *Race and epistemologies of ignorance*. S. Sullivan & N. Tuana). New York: SUNY Press.
 - b. Doane, A & Bonilla-Silva, E. (2003). *White Out: The continuing significance of racism*. New York: Routledge. Chapters 10, 17
 - c. Delgado R. & Stefancic, J. (1997). *Critical Whiteness Studies: Looking behind the mirror*. Philadelphia, PA: Temple University Press. Chapters 2, 5, 8, 26, 27, 42, 66
 - d. Matias, C. E., & Allen, R. L. (2013). Loving whiteness to death: Sadomasochism, emotionality, and the possibility of humanizing love. *Berkeley Review of Education*, 4(2).
 - e. Matias, C. E. (2014). White Skin, Black Friend: A Fanonian application to theorize racial fetish in teacher education. *Educational Philosophy and Theory*, (ahead-of-print), 1-16.
 - f. Baldwin, J, (1965). On Being White.

Theme 3: Beyond the self, how does whiteness influence social structures and what is it's impact?

Objectives: 1, 2, 3

Readings:

1. [BOOK] Leonardo, Z. (2009). *Race, whiteness, and education*. New York: Routledge.
2. [BOOK] Morrison, T. (2007). *Playing in the Dark*. Vintage.
 - a. Doane, A & Bonilla-Silva, E. (2003). *White Out: The continuing significance of racism*. New York: Routledge. Chapters 8, 11
 - b. Matias, C. E. (2015). "Why do you make me hate myself?": Re-teaching Whiteness, abuse, and love in urban teacher education. *Teaching Education*, (ahead-of-print), 1-18.
 - c. Matias, C. E. (2013). On the "Flip" Side: A Teacher Educator of Color Unveiling the Dangerous Minds of White Teacher Candidates. *Teacher Education Quarterly*, 40(2), 53.
 - d. GONSALVES, R. E. (2008). CHAPTER ONE: Hysterical Blindness and the Ideology of Denial: Preservice Teachers' Resistance to Multicultural Education. *Counterpoints*, 3-27.
 - e. Godfrey, P. (2004). "Sweet Little (White) Girls"? Sex and Fantasy Across the Color Line and the Contestation of Patriarchal White Supremacy. *Equity & Excellence in Education*, 37(3), 204-218.
 - f. Lewis, A. & Manno, M. (2011). "The best education for some: Race and schooling in the United States today," in Jung, M., Vargas, J. & Bonilla-Silva, E. (Eds.) *State of White Supremacy: Racism, Governance and the United States*. California: Stanford University Press.
 - g. Coates, T. (2015). Between the World and Me. Chapter 1.

Theme 4: What happens when whiteness changes and how does one change it?

Objectives: 4

Readings:

1. [BOOK] Ignatiev, N., & Garvey, J. (Eds.). (1996). *Race traitor*. Psychology Press.

- a. hooks, b. (2003). "What happens when white people change?" In Teaching community: A pedagogy of hope. New York: Routledge.
- b. Tatum, B. (2009). Teaching White Students about racism: The search for white allies and the restoration of hope. In E. Taylor, D. Gillborn, & G. Ladson-Billings (Eds.) *Foundations of Critical Race Theory in Education*. New York: Routledge.
- c. Delgado R. & Stefancic, J. (1997). *Critical Whiteness Studies: Looking behind the mirror*. Philadelphia, PA: Temple University Press. Chapters 100, 101, 102, 106, 109, 114,
- d. Garvey, J. & Ignatiev, N. (1997). "Toward a New Abolitionism: A Race Traitor Manifesto" in M. Hills (Ed.) *Whiteness: A Critical reader*. New York: New York University Press. Chapter 21

COURSE ESSENTIAL QUESTIONS

- What is whiteness? (Where does it come from? What does it do to us?)
- How do I identify whiteness in the self and society? (What does it look, feel, or sound like?)
- What do we do about whiteness?

COURSE OBJECTIVES/GOALS:

Academic Language

1. Develop a complex trans-disciplinary understanding of the historical, political, literary, sociological, and educational formation, theorizations, and impact of Whiteness in society
2. Identify and critically analyze whiteness in order to understand racial implications in everyday society
3. Deepen vocabulary and concepts of whiteness to engage in critical race dialogues (both verbal and written)
4. Understand how to engage in racial justice

Translated to everyday speak

1. Understand what whiteness is about
2. Learn how to see whiteness happening around us
3. Gain a language to talk about whiteness beyond, "That's racist."
4. Learn what to do to challenge racism

REQUIRED BOOKS

Delgado R. & Stefancic, J. (1997). *Critical Whiteness Studies: Looking behind the mirror*. Philadelphia, PA: Temple University Press.

Leonardo, Z. (2009). *Race, whiteness, and education*. New York: Routledge.

Morrison, T. (2007). *Playing in the Dark*. Vintage.

Rothenberg, P. S. (2004). *White privilege: Essential readings on the other side of racism*. New York: Macmillan.

Thandeka. (2007). *Learning to be White*. New York: Continuum.

Doctoral Students must also read:

Matias, C. E. (March 2016). *Feeling White: Whiteness, Emotionality, & Education*. Sense Publishers. Book comes out in March.

SELECTED RECOMMENDED READINGS

Allen, R. L. (2004). Whiteness and Critical Pedagogy. *Educational Philosophy and Theory*, 36(2), 121.136.

- Best, A. (2003). Doing race in the context of feminist interviewing: Constructing whiteness through talk. *Qualitative Inquiry*, 9(6), 895-914.
- Brodskins, K. (2006). *How Jews Became White Folks & What that Says About Race in America*. New Jersey: Rutgers University Press. (Chapter 1: How Did Jews Became White Folks?)
- Fanon, F. (1967). *Black Skin: White Mask*. New York: Grove Press.
- Frankenberg, R. (1993). *White Women, Race Matters: The Social Construction of Whiteness*. New York: Routledge.
- Gillborn, D. (2006). "Rethinking White Supremacy: Who Counts in the WhiteWorld" in *Ethnicities*. 6 (3). Pp. 318-340.
- hooks, b. (1995) *Killing Rage: Ending Racism*. New York: Owl Books.
- Ignatiev, N., & Garvey, J. (Eds.). (1996). *Race traitor*. Psychology Press.
- Jung, MOK. (2001). "Constituting the U.S. Empire-State and White Supremacy: The Early Years" in M-K. Jung, E. Bonilla-Silva (Eds.) *State of White Supremacy*. CA: Stanford University Press. Pp. 1-26.
- Lewis, A. and Manno, M. (2011) "The Best Education for Some: Race and Schooling in the United States Today" in Jung, M-K, Vargas, J. and Bonilla-Silva, E (Eds). *State of White Supremacy: Racism, Governance, and the United States*. California: Stanford University Press, pp. 93-109
- Lipsitz, G. (1998). *The Possessive Investment of Whiteness*. PA: Temple. (Chapter 1)
- Memmi, A. (1965). *The Colonizer and the Colonized*. Boston: Beacon Press. (Chapter 1, Portrait of the Colonizer)
- McIntosh, P. (2001). Unpacking the invisible knapsack. In M. Andersen and P. Collins (Eds). *Race, Class, and Gender*. Belmont, CA: Wadsworth. Pp. 95-105.
- Mills, C. (2007). "White Ignorance" In S. Sullivan & N. Tuana (Eds.) *Race and Epistemologies of Ignorance*. (11-38). New York: State University of New York Press.
- Rodriguez, D. (2011). "White Supremacy as Substructure: Toward a Genealogy of a Racial Animus, from Reconstruction to Pacification" in Jung, M-K, Vargas, J. and Bonilla-Silva, E (Eds). *State of White Supremacy: Racism, Governance, and the United States*. California: Stanford University Press, pp.47-76.
- Roediger, D. (2005). *Working Toward Whiteness*. New York: Basic Books. (Chapters 5-7).
- Schick, C. (2010). By virtue of being white: Resistance in anti-racist pedagogy. *Race, Ethnicity, and Education*, 3(1), 83-101.
- Sleeter, C. (2001). Preparing teachers for culturally diverse schools research and the overwhelming presence of whiteness. *Journal of Teacher Education*, 52(2), 94-106.
- Yancy, G. (2008). *Black Bodies, White Gazes*. Maryland: Rowman & Littlefield Publishers.

Zuberi, T. Bonilla-Silva, E. (2008). *White Logic, White Methods: Racism and Methodology*. MD: Rowman & Littlefield.

HOW TO LABEL ASSIGNMENTS

*assignments should be developed and submitted using Microsoft Word or a compatible word processing software

Last name_first name_initial_AssignmentName_date

EXAMPLE:

Matias_C_Paper 1_1.23.2016

Matias_C_Paper 2_2.23.2016

Matias_C_Group Presentation_4.27.2016

Matias_C_Final Project_5.7.2016

ATTENDANCE

- 2 excused absences with approved prior 24-hour notice; failure to attend will result in lowered classroom participation points, based on professor's discretion. There will be no make up assignments for missed classes. Excessive tardies will also impact grade.

SCHOOL OF EDUCATION & HUMAN DEVELOPMENT INCOMPLETE POLICY

Incomplete grades (I) are not given to replace low grades. To be eligible for an incomplete grade, students must (1) successfully completed at least 75% of the course requirements, (2) have special circumstances (verification required) that preclude the student from attending classes and/or completing graded assignments, and (3) make arrangements to complete missing assignments with the original instructor before more than one year has elapsed since the end of the semester in which the course was taken.

SEHD Incomplete Process

1. Students must be in close communication with the instructor PRIOR to the end of the semester regarding special circumstances precluding them from successfully completing the remainder of the course. Faculty may assign students an incomplete grade of "I" to signify that special circumstances beyond the student's control prevented the student from completing a small portion of the course (no more than 25%) and that a final grade cannot yet be assigned.
2. IT IS THE STUDENT'S RESPONSIBILITY TO COLLABORATE WITH THE INSTRUCTOR TO COMPLETE AN INCOMPLETE AGREEMENT FORM (found at www.ucdenver.edu/education under Current Students/Current Student Resources) prior to the end of the semester for which the incomplete is given. A copy of the form, signed by both the student and the instructor should be submitted to the SEHD Student Services Center (LSC 701). Both the student and instructor should also keep a copy. The instructor sets the conditions under which the course work can be completed and the time limit for completion. The student is expected to complete the requirements within the established deadline. If the missing assignments are not completed within the allotted time, the "I" converts to an F on the student's transcript. Students making up an incomplete should not re-register for the course.

3. Upon completion of the missing course work, a Change of Record Form is completed by the original instructor to change the "T" to a letter grade. Faculty should work with the Faculty Services Center to complete the Change of Record Form.

University Academic Policies and Procedures for course attendance, grades, incompletes:
<http://catalog.ucdenver.edu/content.php?catoid=14&navoid=3440>

DEMONSTRATIONS OF LEARNING

ASSIGNMENT #1: Getting' Down and Dirty with Whiteness

Two 2-page Synthesis and Application Paper

Objectives: 1, 2, 3

BA & MA

Think about the word whiteness before taking this course. After reading the texts, engaging in class discussions, and listening to the course lectures, what have you learned about whiteness and how does it apply to what you see in life? In this 1-page paper you are expected to draw from all the course readings thus far and synthesize the information. Then you are to apply it to something you have witnessed, heard, read, or been a part of in society. DO NOT summarize the readings. I trust you have read it. Instead, take the key points from each reading and fuse them together to help you deconstruct something you have experienced. **You are allowed to pick which 2 dates you would like to submit your papers on.** However, they must be submitted BEFORE April 20, 2016. You will be graded on the following: correct and creative inclusion of readings, lectures, and/or class discussions, professionalism (APA, grammar, spelling, etc.), style, depth of deconstruction, and voice. A rubric will be collaboratively generated in class and will be differentiated between BA students and MA students. Submit your papers onto Canvas under Assignments.

Due on 2 dates of your choosing

30 points each; total 60 points

ASSIGNMENT #2: Deconstructing Whiteness in the Self and/or Society*

*Artifact must be approved by professor first

Group Presentation

Objectives: 1, 2, 3,

BA & MA

In groups of no more than 4 (you may work by yourself), you are to pick an artifact to deconstruct. Your group members must be in the same degree level as your own. The artifact can be a current event, film, TV show, social, political, and/or philosophical public debate on any form of media (e.g., film, news broadcast, radio, youtube, past events, etc.). In this presentation you are to use the literature, lectures, and class discussions from the course to unveil how Whiteness and race covertly operates. Meaning, what is the subliminal message being sent about whiteness, white culture, and people of color? Begin with giving a thorough context of the artifact and sharing the artifact with us. Then discuss the dominant reactions to the artifact. Why are these reactions normative? Then deconstruct the artifact using the readings. In this presentation you are presenting an argument. As such, make sure each point is backed up with citations. **You and your group will sign up on either April 27th or May 4th to present.** You will be graded on the information presented, how well you deconstruct the artifact using course materials, how creative and engaging is your presentation, how organized your group appears, the equal distribution of workload and the professionalism (e.g., APA citation, clearly rehearsed, within time limit, etc.). Submit your presentation onto Canvas under Assignments. To issue grade each member of the group is to write me a private letter issuing a grade for each of their group member based on their observation of their group involvement.

Due April 21st, 27th or May 4th (SIGN UP REQUIRED)

40 points

ASSIGNMENT #3: Doing Something About It: Racial Justice Advocacy*

*This project can either be done as individuals or as a group

Objectives: 3, 4

BA, MA, & Doctoral

There is a moral and ethnical dilemma when learning about whiteness and race. If one is to learn about the racial injustices of society they must, in good faith, engage in processes that enact racial justice. That is, although education should be free, learning comes at a price: that price is doing something that benefits the community with that knowledge. As such, this is a project that can take several forms but must clearly demonstrate a clear and deep understanding of the following:

- 1) why you are advocating for racial justice
- 2) how your action project promotes racial justice, and
- 3) how will this project sustain?

There are three ways to engage in this process:

- 1) involve yourself in the conceptualization, organization, and promotion of the Research Advocacy in Critical Education's spring speaker series in the end of April 2016;
- 2) start and promote a blog about what you are learning. However, this blog must garner over a 100 viewers, be updated with new ideas, and push the conversation of race beyond mere comfort levels or white fragility;
- 3) create a plan of action on how to disseminate the knowledge of whiteness in other departments, organization, communities, etc. (e.g., student advocacy for more whiteness courses as a core diversity course, collaboration with existing student groups to organize an ongoing forum for whiteness and racial studies that does not always equate race to criminality discussions, or community grassroots organizations that are committed to understanding whiteness, etc.). The plan must be detailed and show a deep commitment racial justice. The plan must be executed with precision and methodological thought.

Depending on the project items can be turned into me at any point of the course—preferably near the end—however ALL bodies of evidence and materials are due finals week. You will be graded on how deeply you are involved in your project, providing evidence of this commitment. Also, you will need to turn in a 2-3 page letter to me that details everything described above AND proves to me how deeply engaged you are in this project. You will need to provide evidence of that commitment.

Due Thursday 5:00PM of Finals Week

50 points

ASSIGNMENT #4: Are you truly feelin' it?

Emotional Commitment to Learning

BA, MA, & Doctoral

A part of learning about racism is understanding our humanity and how social structures like race has denied us a stronger sense of humanity. As such, you will be assessed based on your emotional commitment to learning. Some professors call this classroom participation. Although I agree classroom participation is necessary, I do not believe it captures the depth of learning one must undergo when proving a commitment to one's learning. Therefore, this class will assess your emotional commitment to learning. This can be shown in several ways. Here are some ways you can show commitment to the class. Please do not limit yourself to the items listed below.

Ways to show Commitment	Attributes of Commitment	How it will be assessed
• Always prepared for class (reading, assignments, ready to dialogue, etc.) • Engaged in online and in-class discussions with depth and • Eagerness to come to class • Contributions to the class' learning (e.g. dialogue, inquiries, peer feedback, resources, etc.) • Willingness to dig deeper despite the discomfort • Meeting outside of class or seeking outside resources to deepen one's understanding • Vulnerability in classroom discussions. Meaning, you are willing to be honest about your ideologies and be open to ideas that may challenge your ideologies • Survey completions • Engage with someone beyond yourself with the course material • Start a blog to educate others • <u>Organize outside field trips that pertain to the course</u> • <u>Citing readings in dialogue</u>	• Eagerness to learn • Willingness to challenge • Deeply self-reflective • Professionalism • Emotional fortitude • Supportive to the learning of all • Helpful to others • Take leadership of learning • Curious and inquisitive about learning • Diligent about seeking knowledge	• Consistency • Level of depth and time used to show commitment • Risk of commitment • If contribution enhanced the learning of the course • Students will do a quick reflection on who they believe contributed to their learning and how they contributed

The professor will determine the final emotional commitment grade at the end of the course after reviewing all the assignments that were turned in, letters, and reflecting on a student's class contributions.

Due Thursday 5:00PM of Finals Week

50 points

For Doctoral Students:

You will be graded on Assignments 3 and 4. However, the focus of Assignment #3 is your leadership inside R.A.C.E. You must contact Roberto.montoya@ucdenver.edu AND Allison Henry ahenry.ucd@gmail.com to coordinate with them how you will lead your underclassmen in one of the groups: funding, promotion/marketing, venues, and entertainment & food. Your participation will be to model scholarly

discourse based on the readings, co-facilitate the dialogue by pushing the conversation of your underclassmen or posing inquiries, and coordinate and supervise your underclassmen on their final projects.

You will also be graded on the following expectations:

- 1) meet with the professor outside of class regularly to discuss your project (suggest we meet at a regularly time),
- 2) midway through the semester submit a 1-page synopsis on what literature you will be using to inform you project (e.g., dissertation chapter, co-authored manuscript, paper presentation, etc.),
- 3) read my book,
- 4) on the last week of class you are to submit to me your final written piece with cover letter

Those who are working on a manuscript will receive detailed feedback for your manuscript. From there you are to make revisions and resubmit to your revised manuscript with a Revisions Chart for a final grade. To do this I will issue you an "I" for the class and once resubmitted I will issue your grade.

***De-identified student work will be used for research purposes. The research focuses on improving curriculum and pedagogy for racially just courses. No names will be used. If you do not want wish to include your work please send me an email stating you do not want to participate.**

ACADEMIC HONESTY

As members of the CU Denver community, students are expected to uphold University standards, which include abiding by state, civil, and criminal laws and all University policies and standards of conduct. These standards assist in promoting a safe and welcoming community. The full UCD Student Code of Conduct can be found at:

<http://www.ucdenver.edu/life/services/standards/Documents/CODE%20OF%20CONDUCT%202011-2012%20100111.pdf>.

ACCESS, DISABILITY, COMMUNICATION

The University of Colorado at Denver is committed to providing reasonable accommodation and access to programs and services to students with disabilities. UCD strives to comply with the portions of the Americans for Disabilities Act (ADA) dealing with students. The Disability Resources and Services Office (DRSO) serve the needs of the diverse community of students with disabilities attending UCD. For information, please visit <http://www.ucdenver.edu/student-services/resources/disability-resources-services/about-office/Pages/about-the-office.aspx>.

STUDENT AND PROFESSOR EXPECTATIONS

PROFESSIONAL EXPECTATIONS FOR STUDENTS:

University Student Rights and Code of Conduct: <http://catalog.ucdenver.edu/content.php?catoid=14&navoid=3486>

- Adhere to guidelines of professional behavior in student handbook
- Use professional and respectful communication to other colleagues, peers, and professor. **If concerns about your learning arise the proper protocol is to: 1) self-reflect on what you are not learning and why you may not be learning and 2) contact the professor directly for further**
- assistance (see student handbook for conflict-resolution protocols).**
- Respectful and professional email communiqué is to use proper salutations and greetings and closing signature
- If you have any concerns, problems, or feel disgruntled always contact the professor first.

- Failure to do so breaches your professional dispositions.
- Use correct APA citation and complete bibliography for all cited work in all assignments (see campus Writing Center or online campus website for resource).
- Be physically, emotionally, and mentally present in class and online
- Show up on time
- Take notes on everything for everything is educative
- Turn off all communicative devices and social network websites (i.e. cell phones, pagers, computer chats/IMs, Facebook, etc.)
- Come prepared by having readings completed, questions ready, or homework completely finished
- Turn your work in on time. Expect a full grade lower if submitted late, based on professor's discretion.
- Demonstrate understanding of readings and apply to your life in discussions, assignments, and journals both online and in class
- Participate in discussions both online and in class
- Review Canvas website/email regularly for updated information
- Listen to, collaborate with, and respect your colleagues at all times
- Take responsibility for what you don't understand or for assignments that are not clear to you. Ask for clarification
- Keep track of individual progress (assignments, discussions, journals, notes, etc.)
- Let the instructor know if you need some assistance that we haven't anticipated
- Find a buddy in the class who will gather handouts if you are absent—professor will not be responsible to redistributing handouts or lecture information of which you missed due to absence
- Come to class. If you make the decision to miss a class, at least 24 hour advanced notice required. Some work may not be made up. Absence affects final grade.
- References/Recommendations will be written only for students who have attended all sessions, demonstrated excellence in all assignments and conducted themselves in a professional manner. Professor reserves the right to deny recommendation writing.

PROFESSIONAL EXPECTATIONS FOR PROFESSOR:

- Response via email are given within 48 business hours unless indication says I'm out of town due to a conference
- Receptiveness to student learning needs by spending outside class time to meet
- Correct any misguidance of student learning
- Show up, on time and prepared
- Time management
- Suggest resources to help student learning
- Ensure that classroom activities are designed to support your learning
- Ensure that we give sufficient feedback so that you can improve your performance
- Ensure that you know how to get in touch with me if you need support outside of our class meeting times.
- Listen
- Model a variety of pedagogical strategies for the students to learn from
- Push student-knowledge into a new level of cognition despite resistance
- Spend time reading beyond the texts for this class
- Establish a positive classroom environment conducive to group dialogue and questioning
- Provide assistance to meet the learning needs of all students
- Evaluate products fairly and assign grades based on merit
- To respect the decisions that you make for yourself
- If requested, will write references/recommendations for learners who have attended all sessions and completed all assignments